

**University of South Carolina Sumter
Act 629 Summary Report on Institutional Effectiveness
Fiscal Year 2007-2008**

Academic Affairs

It is the mission of the Advisement and Counseling Center to develop and strengthen an environment conducive to meaningful growth of all students and members of the University. It is an environment that respects the diversity and the dignity of each individual's experience in relation to academic performance and the pursuit of life and career goals. Students will be assisted in the clarification of their life and career goals, along with the development of their educational plans for the realization of these goals.

GOALS:

- I. Advisors will meet with students in a timely manner to do an effective job of advising.
- II. Advisors will conduct their advising sessions in a professional and ethical manner.
- III. Advisors will assist students in developing an educational plan consistent with life goals and objectives to include alternative courses of action, alternate career considerations, and selection of courses.
- IV. Advisors will provide accurate information about institutional policies, procedures, resources, and programs.

Assessment Methods- Advisement Survey

Advisement Survey Procedures

The Advisement Survey was made available to students via the web and the results were gathered for the advisement period for Summer/Fall 2008 (Feb.-April 2008), Spring 2008 (Sept.-Dec. 2007) and Summer/Fall 2007 (Feb.-April 2007). Students were sent two e-mail invitations, through the university e-mail system, to complete the advisement survey after they were advised. Beginning with the advisement period for Summer/Fall 2008 we not only sent out e-mail's asking students to take part in the survey we also asked them to use a computer in our office.

The Advisement Survey is the primary assessment method used to measure the four goals listed above. The core elements of advisor behavior are availability, knowledge, and helpfulness. Availability refers to the accessibility of an advisor to students. Knowledge refers to both the accuracy and the timeliness of the information the advisor provides the students. Helpfulness refers to the extent that an advisor is perceived to express interest and concern for the individual student and to provide information that is useful to the needs articulated.

Discussion of Assessment Results

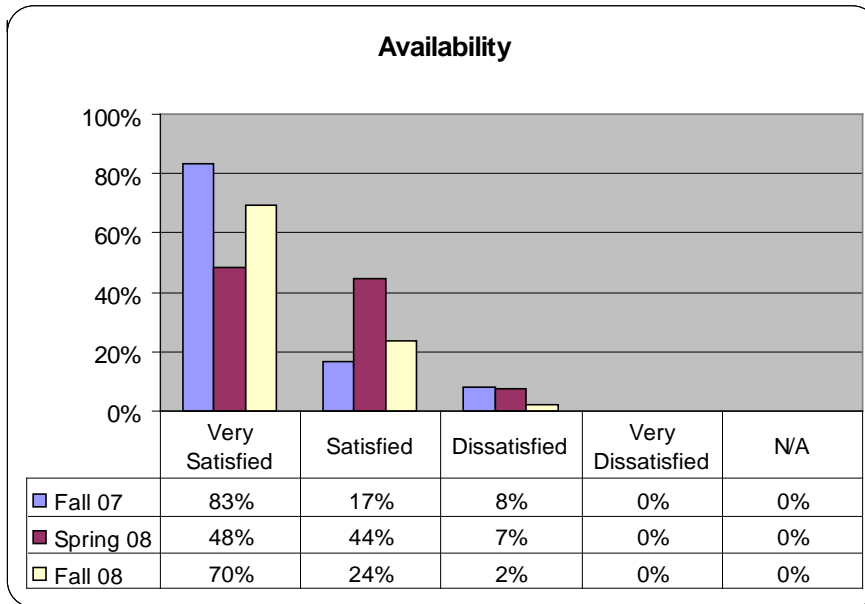
It should be noted that the Advisement Survey results for Summer/Fall 2008 (N= 46), Spring 2008 (N=54), and Summer/Fall 2007 (N=12) had a low student return rate. After seeing the low return rates at the end of Summer/Fall 2007 we started placing a link to our survey on each advisement form and students were sent two e-mails after they were advised asking them to complete the advisement survey. Due to the low return rates for the following semester, Spring 2008, we added a computer workstation in our office dedicated just to the survey to encourage students to take the survey and thereby increase the return rate.

Goal I: Advisors will meet with students in a timely manner to do an effective job of advising.

The Performance Funding ACT 359 (Question 1 and 6) measured students' overall satisfaction with the advising process.

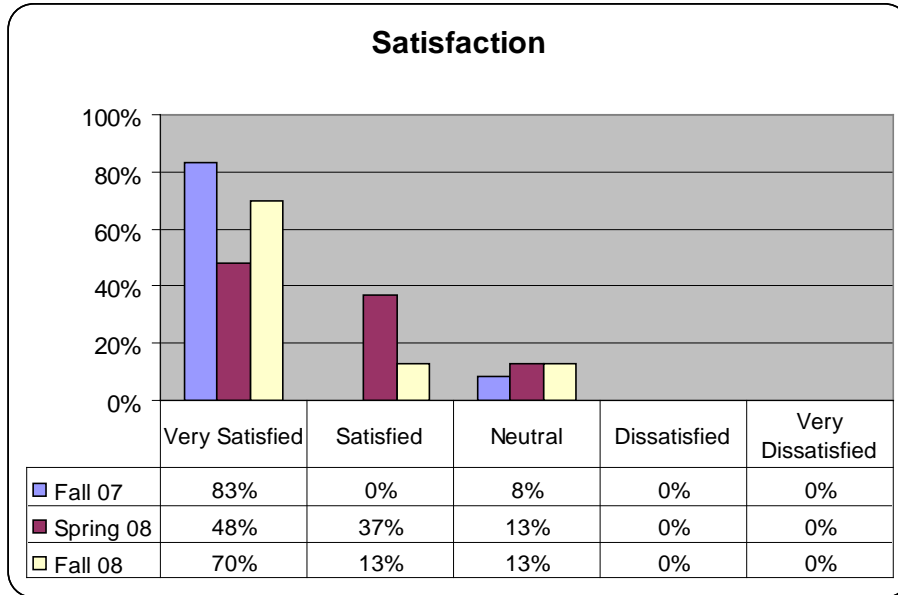
Survey Question: Please indicate your satisfaction with the availability of your academic advisor by choosing one response from the scale below (In selecting your rating, consider the advisor's availability via office hours, appointments, and other opportunities for face-to-face interactions as well as telephone, e-mail and other means).

Outcome Measured: Advisor's availability via office hours, appointments, and other opportunities for face-to-face interactions as well as telephone, e-mail and other means.



Question 6: Overall how satisfied are you with your advisement experience?

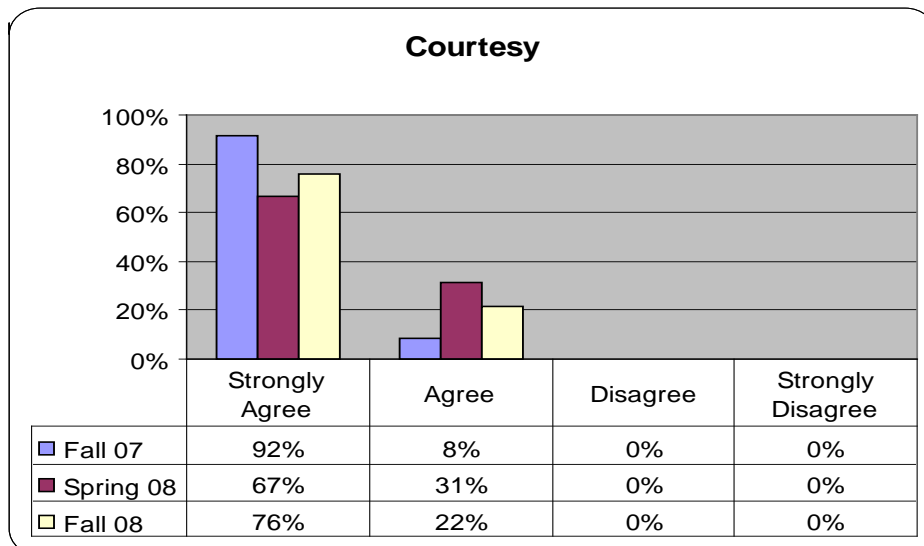
Outcome Measured: Overall satisfaction with advisement experience.



Goal II: Advisors will conduct their advising sessions in a professional and ethical manner.

Question 4: My advisement conference was conducted in a courteous manner.

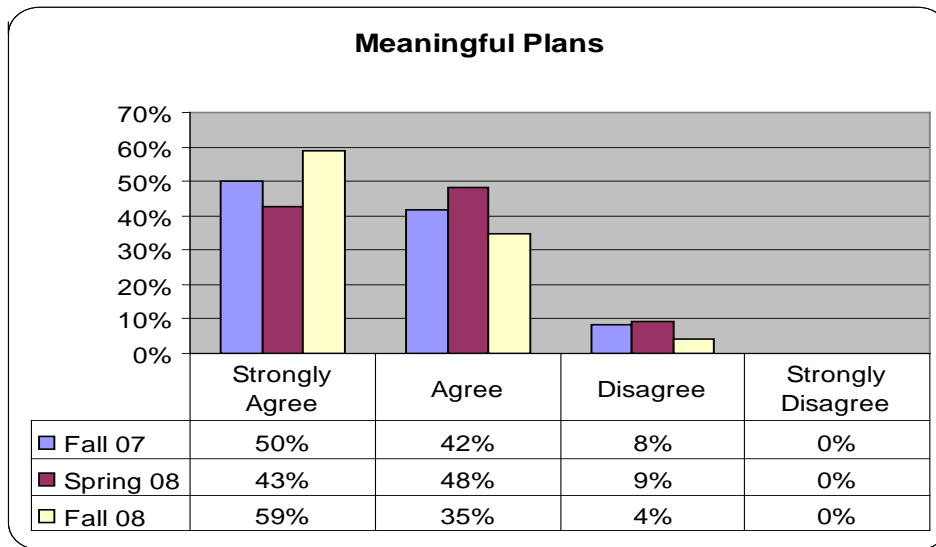
Outcomes Measured: Courtesy of the advisor.



Goal III: Advisors will assist students in developing an educational plan consistent with life goals and objectives to include alternative courses of action, alternate career considerations, and selection of courses.

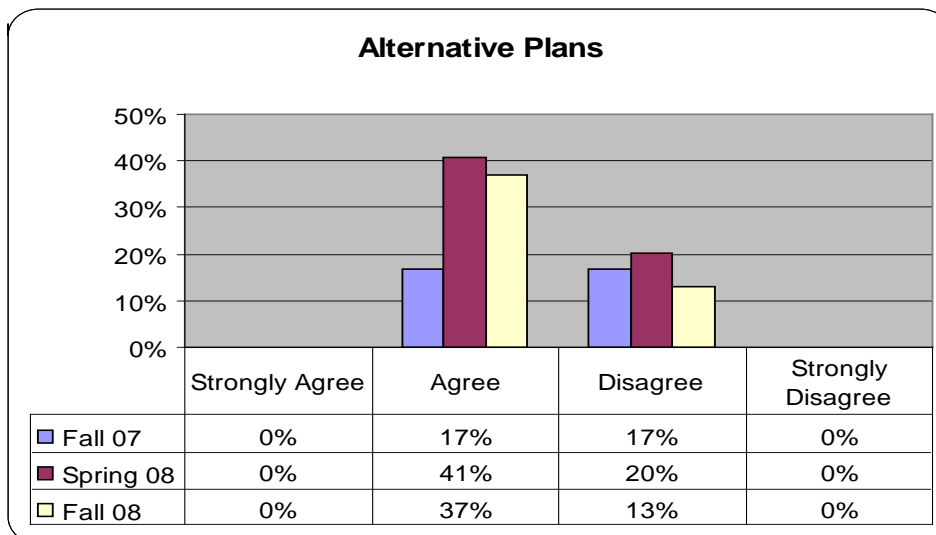
Question 2: The ultimate responsibility for making decisions about educational plan and life goals rests with the individual student. Did your academic advisor assist you in the development of meaningful educational plans that are compatible with your life goals?

Outcomes Measured: Degree to which meaningful plans were offered to the student.



Question 3: In relation to question two, did your advisor help you identify and evaluate alternative educational plans and the consequences of your decisions?

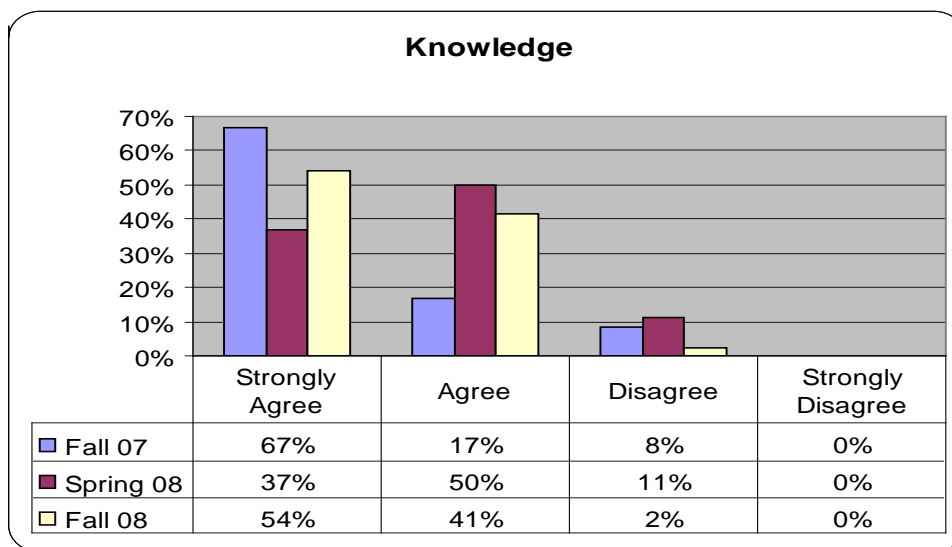
Outcomes Measured: Degree to which the advisor offered reasonable alternative educational plans.



Goal IV: Advisors will provide accurate information and institutional policies, procedures, resources, and programs.

Question 7: Do you think sufficient answers were given on institutional policies, procedures, resources, and programs?

Outcomes Measured: Sufficiency of knowledge on university policies, procedures, and resources.



Use of Assessment Findings

Assessment findings are used to provide feedback to the Director of advisement and staff and for program improvement. The Advisement Center will continue to identify and operationally define valid indicators that will assess the advisement process and whether desired outcomes are being achieved.

Recommendations

Based on the results of the survey, all advisors have continued to improve upon building a stronger relationship with the student. We would like to continue to identify “at-risk” students-to insure that the proper resources on campus are being utilized by the students. It is my recommendation that we become proactive in helping our students with career alternatives and with the addition of our Career Counselor this will help ease the line between advisement and career decisions.

For Spring 2009 we will be looking at changing our survey questions to better reflect the services provided by the academic advisors.

All professional staff will be encouraged to continue their memberships in the National Academic Advising Association (NACADA). They will attend professional development workshops related to the improvement of the advising process.